

Instructor III

Certification Training Standards Guide November 2014



California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Instructor III

Certification Training Standards Guide November 2014

This CTS guide utilizes NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, 2012 Edition to provide the qualifications for State Fire Training's Instructor III.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).



Published by State Fire Training
1131 S Street, Sacramento, CA 95811
(916) 445-8200

Cover photo courtesy of Ronald L Martin, Contra Costa County Fire Protection District

Table of Contents

State Fire Training	1
Acknowledgments.....	2
How to Read a CTS Guide.....	4
Instructor III.....	6
Section 1: Program Management	6
1-1: Administer a Training Record System	6
1-2: Develop Training Program Policy Recommendations.....	7
1-3: Select Instructional Staff.....	8
1-4: Write Specifications for Equipment Purchasing	9
1-5: Present Evaluation Findings, Conclusions, and Recommendations	10
Section 2: Instructional Development	11
2-1: Conduct an Instructional Needs Analysis	11
2-2: Design Programs or Curriculum.....	12
2-3: Modify Existing Curriculum.....	13
2-4: Write Program and Course Goals	14
2-5: Write Course Objectives	15
2-6: Construct a Course Content Outline.....	16
Section 3: Instructional Delivery	17
3-1: No JPRS at the Instructor III level.....	17
Section 4: Evaluation and Testing	18
4-1: Develop a System for the Acquisition, Storage, and Dissemination of Evaluation Results	18
4-2: Develop Program and Course Evaluation Plans.....	19
4-3: Construct a Performance-based Instructor Evaluation Plan	20
4-4: Analyze Student Test Instruments	21
State Fire Training Content.....	22
Errata.....	23

State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Service Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
2. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
3. Administers the national accreditation process in California
4. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

CAL FIRE

Ken Pimlott

Director, CAL FIRE

Tonya Hoover

State Fire Marshal

Mike Richwine

Assistant State Fire Marshal

Vacant

Chief, State Fire Training

Ron Coleman

Chair, STEAC

Cadre Leadership

Ronald L. Martin

Cadre Leader

Fire Service Training Specialist III, Office of the State Fire Marshal

Alicia Hamilton

Editor

Sacramento State

Cadre Members

Bruce Fosdike

Captain, CAL FIRE (Retired), San Luis Obispo Unit

Development and Validation Cadre

Acknowledgments

Tony Roberts

*Deputy Chief, CALFIRE Northern Region Training and Safety
Development and Validation Cadre*

Richard Beckman

*Division Chief, San Gabriel Fire Department
Validation Cadre*

Elizabeth de Dios

*Captain, Richmond Fire Department
Validation Cadre*

Edward Lazar

*Captain, Los Angeles County Fire Department
Validation Cadre*

Demond Simmons

*Captain, Oakland Fire Department
Validation Cadre*

Partners

State Fire Training also extends special acknowledgement and appreciation to the Conference and Training Services Unit with the College of Continuing Education at California State University, Sacramento, for its ongoing meeting logistics and curriculum development support, innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five -year NFPA revision cycle.

Instructor III

Section 1: Program Management

1-1: Administer a Training Record System

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.2.2

Given

1. Agency policies and procedures
2. Type of training activity to be documented

Requisite Knowledge and Skills

1. *Apply* agency policies and procedures regarding training record systems
2. *Describe* record-keeping systems
3. *Identify* and *describe* professional standards addressing training records
4. *Describe* legal requirements affecting record-keeping
5. *Explain* disclosure of information
6. Develop forms
7. Generate reports

Job Performance Requirements

Administer a readily accessible training record system that captures concise information and meets all agency and legal requirements.

1-2: Develop Training Program Policy Recommendations

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.2.3

Given

1. Agency policies and procedures
2. Agency and training program goals

Requisite Knowledge and Skills

1. *Apply* agency policies and procedures regarding policy recommendations
2. *Describe* training program goals
3. *Illustrate* the format for agency policies
4. Write technical documents

Job Performance Requirements

Develop recommendations for training program policies that achieve training and agency goals.

1-3: Select Instructional Staff

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.2.4

Given

1. Agency policies and procedures
2. Instructional requirements
3. Personnel qualifications

Requisite Knowledge and Skills

1. *Apply* agency policies and procedures regarding staff selection
2. *Describe* instructional requirements
3. *Apply* selection methods
4. *Assess* capabilities of instructional staff
5. *Correlate staff selection* with agency and instructional goals
6. Employ evaluation techniques for making staff selections

Job Performance Requirements

Select instructional staff who can achieve agency and instructional goals.

1-4: Write Specifications for Equipment Purchasing

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.6

Given

1. Agency policies and procedures
2. Training goals
3. Curriculum information

Requisite Knowledge and Skills

1. *Describe* equipment purchasing procedures
2. *Evaluate* available *agency* resources
3. *Assess* curriculum needs
4. Use evaluation methods to select the most effective equipment
5. Prepare procurement forms

Job Performance Requirements

Write equipment-purchasing specifications that support curriculum needs.

1-5: Present Evaluation Findings, Conclusions, and Recommendations

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.7

Given

1. Data summaries
2. Target audience

Requisite Knowledge and Skills

1. *Describe* statistical evaluation procedures
2. *Validate* findings, conclusions, and recommendations with agency goals, *policies, and procedures*
3. Employ presentation skills
4. Prepare reports

Job Performance Requirements

Present evaluation findings, conclusions, and recommendations to agency administrator that are unbiased, supported, and reflect agency goals, policies, and procedures.

Section 2: Instructional Development

2-1: Conduct an Instructional Needs Analysis

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.2

Given

1. Agency goals

Requisite Knowledge and Skills

1. *Describe* a needs analysis
2. *Describe* a task analysis
3. *Describe* the development of JPRs
4. *Review* lesson planning
5. *Review* instructional methods for classroom, training ground, and distance learning
6. *Review* characteristics of adult learners
7. *Review* instructional media
8. *Determine the need* for curriculum development
9. *Review* evaluation instrument development
10. Conduct research
11. Conduct a needs and task analysis
12. Conduct committee meetings
13. Organize information into functional groupings
14. Interpret data

Job Performance Requirements

Conduct an agency needs analysis that identifies instructional needs and recommends solutions.

2-2: Design Programs or Curriculum

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.3

Given

1. Agency goals
2. Needs analysis

Requisite Knowledge and Skills

1. *Describe* instructional design
2. *Describe* adult learning principles
3. *Describe* principles of performance-based education and research
4. *Apply* fire service terminology
5. Write technical documents
6. Select course reference materials

Job Performance Requirements

Utilize adult learning principles to design a performance-based training program or curriculum that includes job-related knowledge and skills, meets time and budget constraints, and supports agency goals.

2-3: Modify Existing Curriculum

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.4

Given

1. Agency training requirements
2. Audience characteristics
3. Learning objectives
4. Instructional resources
5. Existing curriculum

Requisite Knowledge and Skills

1. *Summarize* instructional design
2. *Summarize* adult learning principles
3. *Summarize* principles of performance-based education and research
4. Write technical documents
5. Select course reference materials

Job Performance Requirements

Modify an existing curriculum to meet agency requirements and achieve the learning objectives.

2-4: Write Program and Course Goals

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.5

Given

1. JPRs
2. Needs analysis information

Requisite Knowledge and Skills

1. *Describe* components and characteristics of goals
2. *Recognize* the correlation of JPRs to program and course goals
3. Write goal statements

Job Performance Requirements

Write clear, concise, and measurable program and course goals to correlate with agency goals.

2-5: Write Course Objectives

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.6

Given

1. JPRs

Requisite Knowledge and Skills

1. *Describe* components of objectives
2. *Recognize* the correlation between JPRs and course objectives
3. Write course objectives
4. Correlate course objectives to JPRs

Job Performance Requirements

Write clear, concise, and measurable course objectives that reflect specific tasks.

2-6: Construct a Course Content Outline

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.3.7

Given

1. Agency structure
2. Organized functional groupings
3. Reference sources
4. Course objectives

Requisite Knowledge and Skills

1. *Recognize* the correlation between
 - Course goals
 - Course content outline
 - Objectives
 - JPRs
 - Instructor lesson plans
 - Instructional methods

Job Performance Requirements

Construct a course content outline that supports the agency structure and reflects current acceptable practices.

Section 3: Instructional Delivery

3-1: No JPRS at the Instructor III level

Section 4: Evaluation and Testing

4-1: Develop a System for the Acquisition, Storage, and Dissemination of Evaluation Results

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.5.2

Given

1. Agency goals, policies, and procedures

Requisite Knowledge and Skills

1. *Describe* record-keeping systems
2. *Apply* agency goals regarding evaluation results
3. *Describe* data acquisition techniques
4. *Describe* applicable laws
5. *Describe* methods of providing feedback
6. Develop, use, and evaluate information systems

Job Performance Requirements

Develop a system for the acquisition, storage, and dissemination of evaluation results consistent with agency policies and federal, state, and local laws and provides feedback to those affected by the information.

4-2: Develop Program and Course Evaluation Plans

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraphs 6.5.3 and 6.5.4

Given

1. Agency policies and procedures
2. Course objectives

Requisite Knowledge and Skills

1. *Describe* evaluation techniques and methods
2. *Evaluate* agency resources and constraints
3. *Apply* agency goal regarding evaluation plans
4. Construct evaluation instruments

Job Performance Requirements

1. Create a program evaluation plan that evaluates instructors, course components, facilities, and obtains student input for course improvement.
2. Develop a course evaluation plan that measures objectives and follows agency policies and procedures.

4-3: Construct a Performance-based Instructor Evaluation Plan

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)
Paragraph 6.2.5

Given

1. Agency policies and procedures
2. Job requirements

Requisite Knowledge and Skills

1. *Describe* evaluation methods
2. *Apply* agency policies and procedures regarding instructor evaluation plans
3. *Evaluate* staff schedules
4. *Describe* job requirements
5. Employ instructor evaluation techniques

Job Performance Requirements

Construct a performance-based instructor evaluation plan that evaluates instructors at regular intervals.

4-4: Analyze Student Test Instruments

Authority

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications (2012)

- Paragraph 6.5.5

Given

1. Agency policies and procedures
2. Objectives
3. Test data

Requisite Knowledge and Skills

1. *Describe* test validity
2. *Explain* test reliability
3. *Review* item analysis
4. Exercise item analysis techniques

Job Performance Requirements

Analyze student test instruments to determine validity and make necessary changes.

State Fire Training Content

Code Key

Blocks

- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources

- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: Instructor III (not applicable)

CTS	Block	Addition	Justification	Source/Reference

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	Block:	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		Block:	
Change:			
Task Book Impact:			